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ABSTRACT

Item specifications developed by the Arkansas Department of Education as part of the Minimum Performance Testing Program (MPT) appear in this document. Specifically, the social studies materials given to sixth-grade students on the MPT are included. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure instructional objectives. Each item specification contains the following information: objective identification number, grade level, subject areas, goal identification, skill description, stimulus attributes (format, content, directions), response attributes (format, content, directions), and sample items. Item specifications are intended to guide teachers in the development of information evaluation instruments that determine whether or not students have mastered specific objectives. Teachers also may use the item specifications to familiarize students with what to expect on the MPT. School administrators may use the item specifications when they communicate to the public about the MPT. It is noted that none of these item specifications have appeared or ever will appear on the MPT. (DB)

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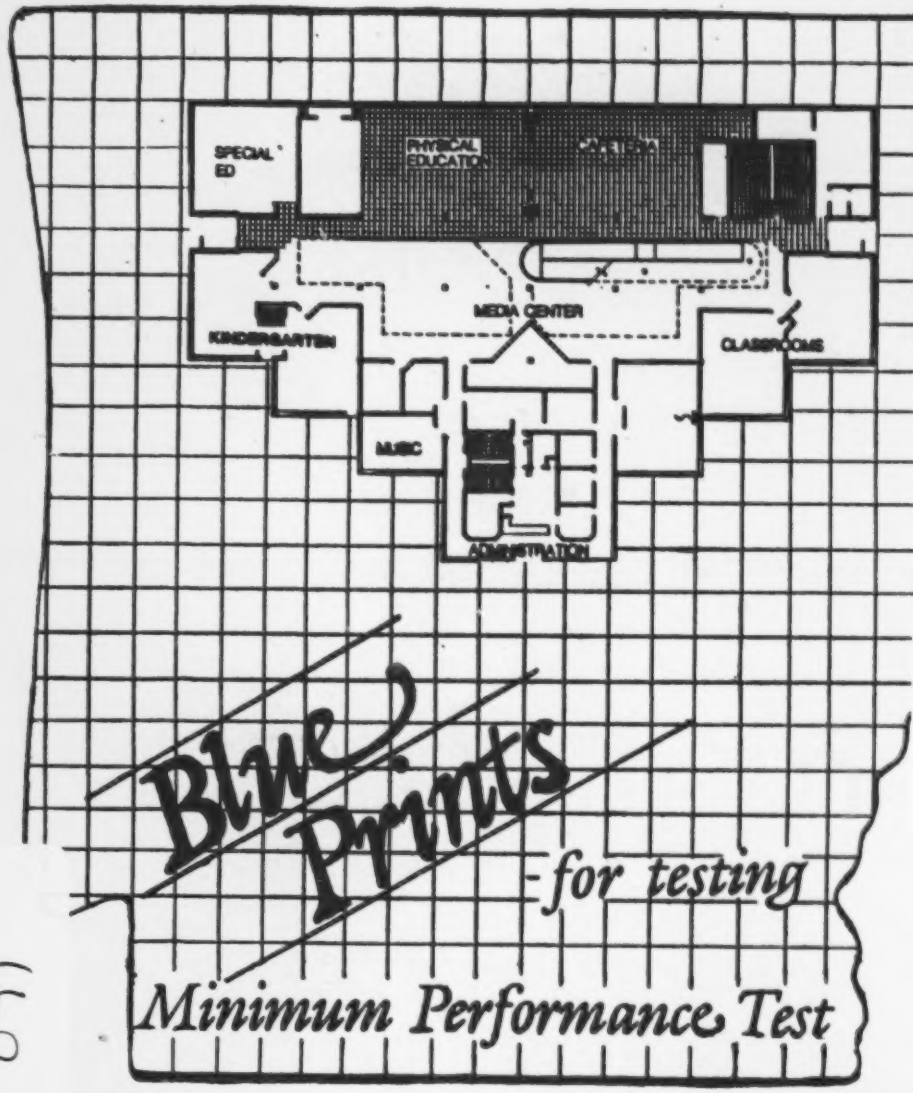

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Blue Prints
-for testing
Minimum Performance Test

Item Specifications

Social Studies
Grade 6

SO 030 051

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INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

* *Objective Identification Number*
* *Grade Level*
* *Subject Area*
* *Goal Identification*
* *Skill Description*
* *Stimulus Attributes (Format, Content, Directions)*
* *Response Attributes (Format, Content, Directions)*
* *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question of incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may used these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is **NOT** teaching the test!

OBJECTIVE: 1.1

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Identify the basic needs shared by all people (food, clothing, shelter).

STIMULUS ATTRIBUTES:

A. Format a direct question such as: Which do the people in ALL cultures need? or Which would NOT satisfy a society's basic needs?

B. Content question referring to food, clothing or shelter

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence that describes (does NOT describe) a basic need
distractors: words, phrases or sentences that DO NOT describe (describe) basic needs

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SAMPLE ITEMS:

1. **Which do the people in ALL cultures need?**

   *A shelter
   B highways
   C automobiles
   D transportation

2. **Which item would NOT satisfy a society's basic needs?**

   A corn
   B house
   C clothing
   *D television

OBJECTIVE: 1.2

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Identify differences among cultural groups of the world (ways of meeting needs, tools, ideas, language, behavior, social institutions).

STIMULUS ATTRIBUTES:

A. Format

Type 1 a passage in a box followed by a direct question about differences among cultural groups

Type 2 a direct question such as: Which would (NOT) be found in every culture?

B. Content

Type 1 passage with a maximum of 175 words describing two different world cultures

Type 2 question referring to differences among cultural groups of the world

C. Directions

Type 1 Read the passage in the box; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the word or phrase describing a characteristic that is NOT (is) common to cultural groups
distractors: words or phrases that describe characteristics that are (are NOT) common to cultural groups

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SAMPLE ITEM: *Type 1*

Read the passage in the box; then answer question 1.

> **Women in America often have paying jobs outside of the home. Women in India generally stay at home.**

1. This selection shows that these two cultures are different in their:

A dress.
B religion.
•**C** customs.
D language.

SAMPLE ITEM: *Type 2*

2. Which would you be likely to find in every culture?

•**A** language
B television
C automobiles
D skyscrapers

OBJECTIVE: 1.3

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Identify the social institutions that all cultures form (family, education, religion, economy, government).

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed selection, followed by a direct question or incomplete sentence such as: This illustrates that ALL cultures have:

Type 2 an incomplete sentence or direct question such as: What institutions do ALL cultures form?

B. Content

Type 1 selection with a maximum of 175 words describing two different cultures relative to social institutions

C. Directions

Type 1 Read the passage in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: a word, phrase or sentence describing a social institution that is (is NOT) common to all cultures
distractors: words, phrases or sentences describing social institutions that are NOT (are) common to all cultures

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SAMPLE ITEM: *Type 1*

Read the passage in the box; then answer question 1.

> **The English trade in pounds, shillings and pence. Americans use dollars, cents and credit cards. Mexicans use pesos and centavos. Other groups might use barter to get what they need.**

1. This illustrates that ALL cultures have:

A technology.
B family groups.
C religious systems.
• **D** economic systems.

SAMPLE ITEM: *Type 2*

2. Which institutions do ALL cultures form?

A museums
B hospitals
• **C** economies
D universities

OBJECTIVE: 1.4

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Identify similarities among various groups within a pluralistic society (common language, government, technology and nationalism, or pride in country).

STIMULUS ATTRIBUTES:

A. Format a boxed selection, followed by a direct question or an incomplete sentence such as: This is an example of how groups in a pluralistic society share a common goal:

B. Content selection with a maximum of 175 words describing characteristics of a pluralistic society

C. Directions Read the selection or passage in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases, or sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence that describes how groups in a pluralistic society are alike
distractors: words, phrases or sentences that describe how groups in a pluralistic society are different

---

SAMPLE ITEM: *Type 1*

Read the passage in the box; then answer question 1.

> **Ho, Karl and Maria live in Arkansas. Ho speaks Vietnamese at home and English at school. Karl speaks German with his family and English at school. Maria speaks Spanish with her family and English at school.**

1. This is an example of how groups in a pluralistic society share a common:

A home.
B teacher.
***C** language.
D birthplace.

SAMPLE ITEM: *Type 2*

2. Groups in a pluralistic society share common:

A homes.
B teachers.
*** C** technology.
D national origins.

OBJECTIVE: 1.5

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Identify differences among various groups within a pluralistic society (ways of meeting basic needs, tools, attitudes, values and beliefs, customs).

STIMULUS ATTRIBUTES:

A. Format a boxed selection, followed by an incomplete sentence or direct question such as: How are these groups different?

B. Content selection with a maximum of 175 words describing differences in a pluralistic society

C. Directions Read the selection or passage in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence that describes a difference between groups in a pluralistic society
distractors: words, phrases or sentences describing ways in which groups within a pluralistic society are alike

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SAMPLE ITEM: *Type 1*

Read the passage in the box; then answer question 1.

> **Lee and his family live in San Francisco's Chinatown. They use chopsticks when they eat. Mary and her family also live in San Francisco. They use a knife, fork and spoon to eat.**

1. This is an example of two groups within a pluralistic society having different:

A food.
***B** customs.
C attitudes.
D religions.

SAMPLE ITEM: *Type 2*

2. Groups within a pluralistic society have different:

***A** customs.
B language.
C government.
D technologies.

OBJECTIVE: 1.6

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Identify problems of prejudice and discrimination associated with race, sex or ethnic origin in the world (slums and ghettos, lost talent, unhappiness, violence etc.).

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed description followed by an incomplete sentence such as: This is an example of:

Type 2 a direct question such as: Which might be a way to end problems of prejudice?

B. Content

Type 1 a description with a maximum of 100 words illustrating a problem of prejudice or discrimination

C. Directions

Type 1 Read the selection; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words or phrases listed vertically from short to long

Type 2 four phrases or sentences listed vertically from short to long

B. Options

Type 1 correct response: the word or phrase which correctly completes the incomplete sentence
distractors: words or phrases which do not correctly complete the incomplete sentence

Type 2 correct response: the phrase or sentence requested in the stimulus question
distractors: other phrases or sentences

SAMPLE ITEM: *Type 1*

Read the selection; then answer question 1.

> **John's father is a welder in a car factory. David's mother is also a welder at the same factory. They have both worked there for ten years doing the same job. David's mother earns less money than John's father.**

1. This is an example of:

A social groups.
B freedom of choice.
•C sex discrimination.
D racial discrimination.

SAMPLE ITEM: *Type 2*

2. Which might be a way to end problems of prejudice?

A allow only certain races to vote
B encourage people to think they are better than others
C teach children to hate people who are different
• D encourage people to get to know each other

OBJECTIVE 1.7

GRADE 6: SOCIAL STUDIES **GOAL: CULTURES**

SKILL: Define value, attitude, belief, prejudice, discrimination, social institution, society, pluralistic society, culture, ethnic, immigrant, technology.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or an incomplete sentence containing a definition or example and requiring a term or label

Type 2 a boxed complete sentence containing a term or label followed by an incomplete sentence containing a term or label and requiring a definition

RESPONSE ATTRIBUTES:

A. Format

Type 1 four terms or labels listed vertically from short to long

Type 2 four definitons or examples listed vertically from short to long

B. Options

Type 1 correct response: the term requested in the stimulus
distractors: other terms or labels from the skills list

Type 2 correct response: the definition or examples of the stimulus term
distractors: definitions or examples of other terms

SAMPLE ITEM: *Type 1*

1. Refusing to hire a person because of age is an example of:

A a culture.
B technology.
C an immigrant.
***D** discrimination.

SAMPLE ITEM: *Type 2*

The United States is a pluralistic society.

2. A pluralistic society means a society in which:

A the people have no rights.
B all the people have the same ideas.
C all the people have the same religion.
*** D** the people have different customs and beliefs.

OBJECTIVE: 2.1

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: Define rights and liberties; give three examples of rights and liberties enjoyed by U.S. citizens (e.g., freedom of religion, of speech, or of press); and list the ways we guarantee rights and liberties (rules, laws, Constitution, Bill of Rights).

STIMULUS ATTRIBUTES:

A. Format

Type 1 a boxed passage, followed by a direct question or an incomplete sentence such as: This paragraph describes our right to:

Type 2 a direct question or an incomplete sentence such as: Our right to ( ) is guaranteed by:

B. Content

Type 1 passage with a maximum of 150 words illustrating a right or liberty and/or how it is guaranteed

Type 2 term or definition from the skill list

C. Directions

Type 1 Read the paragraph in the box; then answer question ( ).

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words, phrases or sentences, listed vertically from short to long

Type 2 four examples of our rights and liberties, listed vertically from short to long

B. Options

Type 1 correct response: the word, phrase or sentence requested in the stimulus
distractors: other terms or definitions from the skill list

Type 2 correct response: the example of a right or liberty requested in the stimulus
distractors: other rights or liberties

SAMPLE ITEM: *Type 1*

Read the paragraph in the box; then answer question 1.

> **People in the United States have the right to read a variety of newspapers and magazines. In addition, we can watch and listen to many television and radio programs. The people in many parts of the world are not able to read, hear or see such a variety of news and entertainment.**

1. This passage describes our right to:

A bear arms.
B free speech.
***C** a free press.
D freedom of religion.

SAMPLE ITEM: *Type 2*

2. In America the right to a free press is guaranteed by the:

***A** Bill of Rights.
B Arkansas Gazette.
C Arkansas Democrat.
D Arkansas Constitution.

OBJECTIVE: 2.2

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: Give reasons why laws are needed in all societies and recognize the consequences for any society when members disobey rules and laws. (Laws establish and maintain order by putting limits on personal behavior and on the behavior of certain groups and institutions.)

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or incomplete sentence such as: All societies have laws to:

Type 2 a passage followed by an incomplete sentence or direct question such as: What might happen as a result of _____?

B. Content

Type 1 N/A

Type 2 selection with a maximum of 100 words

C. Directions

Type 1 N/A

Type 2 Read the paragraph in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format words, phrases or sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence requested in the stimulus
distractors: other words , phrases or sentences related to the skill

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SAMPLE ITEM: *Type 1*

1. All societies have laws to:

- **A** keep order.
  B allow for crime.
  C keep jails full.
  D keep people honest.

SAMPLE ITEM: *Type 2*

2. Which might happen as a result of no effective law enforcement?

  A peace
  B freedom
- **C** disorder
  D happiness

OBJECTIVE: 2.3

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: Explain why groups need leaders (for direction, for decision-making, for an orderly society, for communication, for representation of the group, for continuity, etc.)

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or incomplete sentence such as: A society needs leaders because leaders:

Type 2 a boxed sentence or sentences followed by a direct question or indirect question such as: This statement represents why groups need leaders for:

RESPONSE ATTRIBUTES:

A. Format four words or phrases listed vertically from short to long

B. Options correct response: the word or phrase requested in the stimulus
distractors: other reasonable words or phrases

SAMPLE ITEM: *Type 1*

1. A society needs leaders because leaders:

A collect taxes.
B spend money.
C debate issues.
*__D__ make decisions.

SAMPLE ITEM: *Type 2*

In the United Nations each member country has an Ambassador who votes on issues.

2. This statement represents why groups need leaders for:

A publicity.
* **B** representation.
C spending money.
D debating issues.

OBJECTIVE: 2.4

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: **Recognize responsibilities associated with leadership (define goals and tasks, organize, make decisions, inspire followers, etc.) and describe qualities a good leader needs to meet those responsibilities (sense of purpose, vision, organization, decisiveness, charisma, etc.).**

STIMULUS ATTRIBUTES:

A. Format

Type 1 an incomplete sentence or direct question such as: Which is (is NOT) a NECESSARY quality of a good leader?

Type 2 a boxed sentence or sentences followed by a direct question or indirect question such as: Which responsibility of a leader is demonstrated in this sentence?

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the quality or responsibility associated (NOT associated) with leadership
distractors: qualities or responsibilities NOT associated (associated) with leadership

---

SAMPLE ITEM: *Type 1*

1. Which is NOT a responsibility of a leader?

***A** to drive a car
B to define goals
C to make decisions
D to organize material

SAMPLE ITEM: *Type 2*

The president of a company asks one of his workers to be in charge of employees, another one to be in charge of the budget, and someone else to be in charge of planning.

1. Which responsibility of a leader is demonstrated in this sentence?

A proving he is smart
B showing he has influence
*** C** organizing his company
D defining goals

OBJECTIVE: 2.5

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: Identify procedures for choosing government leaders in different countries (popular or party election, inheritance, seizure, etc.).

STIMULUS ATTRIBUTES:

A. Format a direct question such as: How is the Queen of England selected? or an incomplete question such as: The Queen of England is selected by:

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence describing the procedure for choosing the government leader requested in the stimulus question
distractors: words, phrases or sentences describing procedures for choosing government leaders of other countries

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SAMPLE ITEM:

1. The Queen of England is selected by:

A Parliament.
***B** inheritance.
C popular election.
D the electoral college.

OBJECTIVE: 2.6

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: Identify the different forms of government (e.g., democracy, party-rule/ communism, monarchy, dictatorship).

STIMULUS ATTRIBUTES:

A. Format an incomplete sentence or direct question such as: A monarchy is ruled by:

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the characteristic of the form of government requested in the stimulus question
distractors: characteristics of other forms of government

SAMPLE ITEM:

1. A monarchy is ruled by:

A three people.
B town meetings.
***C** a queen or king.
D an elected President.

OBJECTIVE: 2.7

GRADE 6: SOCIAL STUDIES **GOAL: GOVERNMENT**

SKILL: Define: democracy, constitution, laws, government, president, prime minister, monarch, dictator.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or an incomplete sentence containing a definition requiring a term or label

Type 2 a direct question or an incomplete sentence requiring a definition of a term from the skills list

Type 3 a boxed sentence with an underlined term preceded by a direct question such as: What is the meaning of the underlined word in the sentence below?

RESPONSE ATTRIBUTES:

A. Format

Type 1 four terms (from the skills list) listed vertically from short to long

Type 2 four definitions from a standard dictionary listed vertically from short to long

Type 3 four definitions from a standard dictionary listed vertically from short to long

B. Options

Type 1 correct response: the term requested in the stimulus
distractors: other terms

Type 2 correct response: the definition of the stimulus term
distractors: definitions for other terms

Type 3 correct response: the definition of the stimulus term
distractors: definitions for other terms

SAMPLE ITEM: *Type 1*

1. A ruler who rules by force is a:

- ***A** dictator.
- **B** monarch.
- **C** president.
- **D** prime minister.

SAMPLE ITEM: *Type 2*

2. A dictator is a leader who:

- **A** is elected.
- *** B** rules by force.
- **C** inherits the throne.
- **D** is appointed by the president.

SAMPLE ITEM: *Type 3*

What is the meaning of the underlined word in the sentence below?

Castro is a dictator.

- ***A** rules by force
- **B** inherited the position
- **C** elected by the people
- **D** appointed by Congress

OBJECTIVE: 3.1

GRADE 6: SOCIAL STUDIES **GOAL: ECONOMICS AND RELATED SUBJECTS**

SKILL: Identify elements influencing economic choices made by individuals and groups (costs, benefits, consequences).

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: When buying a bicycle, which is LEAST (MOST) important?

Type 2 a passage in a box followed by an incomplete sentence or direct question such as: According to the passage, which MOST influenced Joan's choice?

B. Content

Type 2 selection with a maximum of 125 words describing a situation identifying factors influencing individual choices.

C. Directions

Type 2 Read the passage in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words (terms) listed vertically from short to long

Type 2 four words or phrases listed vertically from short to long

B. Options

Type 1 correct response: the word (term) requested in the stimulus question
distractors: other words (terms)

Type 2 correct response: the word or phrase requested in the stimulus question
distractors: other words or phrases related to the stimulus

SAMPLE ITEM: *Type 1*

1. When buying a bicycle, which is LEAST important?

A size
*** B** color
C price
D quality

SAMPLE ITEM: *Type 2*

Read the passage in the box; then answer question 2.

> **Joan wanted to buy a radio. The brand she wanted cost more money than she had. She decided to buy a less expensive radio.**

2. According to the paragraph, which MOST influenced Joan's choice?

*** A** cost
B color
C brand
D benefits

OBJECTIVE: 3.2

GRADE 6: SOCIAL STUDIES **GOAL: ECONOMICS AND RELATED SUBJECTS**

SKILL: Identify the factors of production (human resources or labor, natural resources, capital resources or tools and machines).

STIMULUS ATTRIBUTES:

A. Format a direct question or incomplete sentence such as: An example of a natural resource is:

B. Content refers to human resources, natural resources or capital resources

RESPONSE ATTRIBUTES:

A. Format four words or groups of words listed vertically from short to long

B. Options correct response: the word or group of words requested in the stimulus
distractors: other words or groups of words related to the skill

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SAMPLE ITEM:

1. An example of a capital resource is a:

*A tool.
B river.
C lawyer.
D machinist.

OBJECTIVE: 3.3

GRADE 6: SOCIAL STUDIES **GOAL: ECONOMICS AND RELATED SUBJECTS**

SKILL: List environmental problems (e.g., pollution, depletion, erosion) and identify possible solutions for each.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question such as: Which is an example of (pollution, depletion, erosion?)

Type 2 a boxed passage, followed by a direct question such as: What BEST describes the above conditions?

B. Content

Type 2 phrases related to an environmental problem or solution

C. Directions

Type 2 Read the passage; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words or groups of words listed vertically from short to long

B. Content words or groups of words related to environmental problems or solutions

C. Options correct response: the word or groups of words requested in the stimulus
distractors: other words or groups of words

SAMPLE ITEM: *Type 1*

1. Which is an example of depletion?

A noise from traffic
B smoke from factories
* **C** shortage of oil for production
D soil being washed away by floods

SAMPLE ITEM: *Type 2*

Read the passage below; then answer question 2.

> **Smoke from factories and exhaust fumes from cars filled the air. Noise from the busy airport and runoff from factories made the people in the city uncomfortable.**

2. What BEST describes the above conditions?

A erosion
* **B** pollution
C depletion
D interdependency

OBJECTIVE: 3.4

GRADE 6: SOCIAL STUDIES **GOAL: ECONOMICS AND RELATED SUBJECTS**

SKILL: Identify social changes (e.g., civil rights, women's liberation, etc.) and changes in technology (e.g., computers, robots, etc.) which have affected career opportunities and choices.

STIMULUS ATTRIBUTES:

A. Format a direct question or incomplete sentence such as: To be a medical doctor, it is NOT (is) a requirement that a person:

RESPONSE ATTRIBUTES:

A. Format four words or phrases listed vertically from short to long

B. Options correct response: the word or phrase requested in the stimulus
distractors: other plausible words or phrases

SAMPLE ITEM:

1. **If a person's job is replaced by a computer, this is an example of:**

   A civil rights.
   B social change.
   C women's liberation.
   * D changing technology.

OBJECTIVE: 3.5

GRADE 6: SOCIAL STUDIES **GOAL: ECONOMICS AND RELATED SUBJECTS**

SKILL: Define: human resources, natural resources, capital resources, interdependency.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or an incomplete sentence containing a definition or example and requiring a term or label

Type 2 a direct question or an incomplete sentence requiring a definition or example of a term or label

RESPONSE ATTRIBUTES:

A. Format

Type 1 four terms related to the skill, listed vertically from short to long

Type 2 four definitions or examples related to the skill, listed vertically from short to long

B. Options

Type 1 correct response: the term or label requested in the stimulus
distractors: other terms or labels related to the skill

Type 2 correct response: the definition of the stimulus term
distractors: definitions for other terms related to the skill

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SAMPLE ITEM: *Type 1*

1. Forms of wealth supplied by nature are called:

A technologists.
B human resources.
C capital resources.
• D natural resources.

SAMPLE ITEM: *Type 2*

2. Natural resources are:

A laborers in factories.
B machines in factories.
• C forms of wealth supplied by nature.
D technologists necessary to produce goods.

OBJECTIVE: 4.1

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Identify and use information found on maps and globes and in atlases, glossaries, encyclopedias and almanacs.

STIMULUS ATTRIBUTES

A. Format

Type 1 a direct question such as: Which source would give you the MOST information on the location of the Arkansas River?

Type 2 an incomplete sentence such as: What kind of information can you find in a(n) _____?

RESPONSE ATTRIBUTES:

A. Format

Type 1 four sources listed vertically from short to long

Type 2 four words, phrases or sentences listed vertically from short to long

B. Options

Type 1 correct response: the source requested in the stimulus question
distractors: other sources of information

Type 2 correct response: the kind of information requested in the stimulus question
distractors: other kinds of information

SAMPLE ITEM: Type 1

1. Which source would give you the MOST information on the location of the Arkansas River?

- **A** atlas
- **B** almanac
- **C** glossary
- **D** dictionary

SAMPLE ITEM: *Type 2*

2. A political map would be most likely to provide information on the:

- **A** history of a city.
- • **B** location of a city.
- **C** definition of a term.
- **D** average annual rainfall.

OBJECTIVE: 4.3

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Use a horizontal time line to gain information.

STIMULUS ATTRIBUTES:

A. Format a horizontal time line followed by a direct question requesting information from the time line

B. Content
1. time line calibrated at 50 year intervals, spanning a minimum of 200 years
2. time line with real data including people and events

C. Directions Use the time line to answer question ( ).

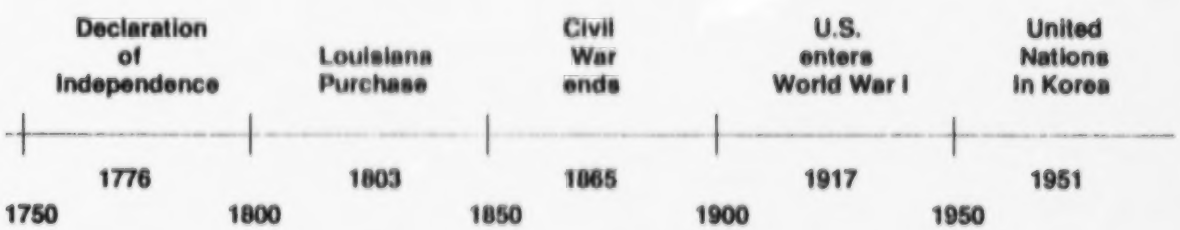
RESPONSE ATTRIBUTES:

A. Format four dates, phrases, sentences or names listed vertically from short to long or in random order (if numeric)

B. Options correct response: the date, phrase, sentence or name requested in the stimulus question
distractors: other dates, phrases, sentences or names from the time line

SAMPLE ITEMS:

Use the time line to answer questions 1 and 2.



1. When did the colonists declare their independence from England?

A 1950
B 1917
C 1803
*D 1776

2. What happened in 1917?

A The Civil War ended.
*B The United States entered World War I.
C United Nations forces were involved in Korea.
D The United States purchased the Louisiana Territory.

OBJECTIVE: 4.4

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Use a legend to interpret symbols on a map.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a map with a legend followed by a direct question or incomplete sentence such as: Most of _____ (country) (state) is covered by:

Type 2 a map with a legend followed by a direct question or incomplete sentence such as: What symbol is used to indicate _____ on the map?

B. Content

1. legend with a maximum of ten items
2. symbols including economic, political or topographical information

C. Directions Use the map below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four words, phrases or sentences listed vertically from short to long

Type 2 four symbols listed vertically in random order

B. Options

Type 1 correct response: the word, phrase or sentence requested in the stimulus question
distractors: other words, phrases or sentences referring to the map

Type 2 correct response: the symbol requested in the stimulus question
distractors: other symbols from the stimulus map

OBJECTIVE: 4.4 (cont.)

Use the map below to answer questions 1 and 2.

SAMPLE ITEM: ***Type 1***

1. **The northern part of Arkansas is covered by:**

   A water.
   B swamp.
   C desert.
   • D mountains.

SAMPLE ITEM: ***Type 2***

2. **What symbol is used to indicate rice on the map?**

   A
   • B
   C
   D

OBJECTIVE: 4.5

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Use a scale to compute distance on a map.

STIMULUS ATTRIBUTES:

A. Format a map with a scale followed by a direct question such as:

Type 1 About how many miles is it from _____ to _____?

Type 2 Which two cities are _____ miles apart?

B. Content map of a city, state, region, country or hemisphere

C. Directions Use the map below to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers listed vertically in increasing or decreasing magnitude

Type 2 four sets of two cities listed vertically from short to long

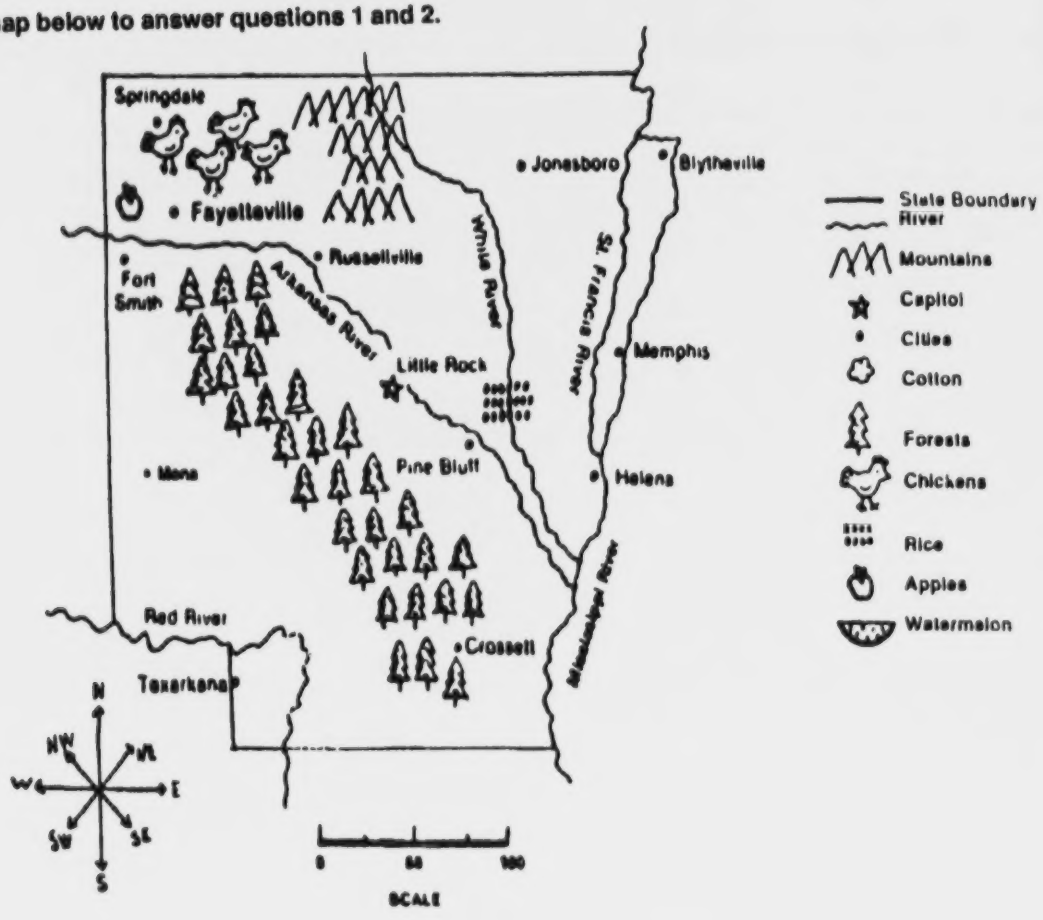
B. Options

Type 1 correct response: the mileage requested in the stimulus question
distractors: other mileage figures

Type 2 correct response: the two cities requested in the stimulus question
distractors: other cities from the stimulus map

OBJECTIVE: 4.5 (cont.)

Use the map below to answer questions 1 and 2.



SAMPLE ITEM: ***Type 1***

1. **About how many miles is it from Russellville to Little Rock?**

   ***A** 75 miles
   B 90 miles
   C 50 miles
   D 100 miles

SAMPLE ITEM: ***Type 2***

2. **Which two cities on the map are about 75 miles apart?**

   *** A** Russellville and Little Rock
   B Russellville and Mena
   C Little Rock and Mena
   D Little Rock and Fayetteville

OBJECTIVE: 4.6

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Use compass directions (N,S,E,W,NE,NW,SE,SW) to locate places on a map.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a map followed by a direct question or incomplete sentence such as: The city southwest of Little Rock is:

Type 2 a map followed by an incomplete sentence or direct question such as: What direction is _____ from _____?

B. Content

1. map including a compass rose showing directions listed in the skill
2. map including names of cities and places
3. map limited in size to Arkansas or comparable area

C. Directions Refer to the map to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 names of four cities or places shown in the map listed vertically in random order

Type 2 four compass directions listed vertically in random order

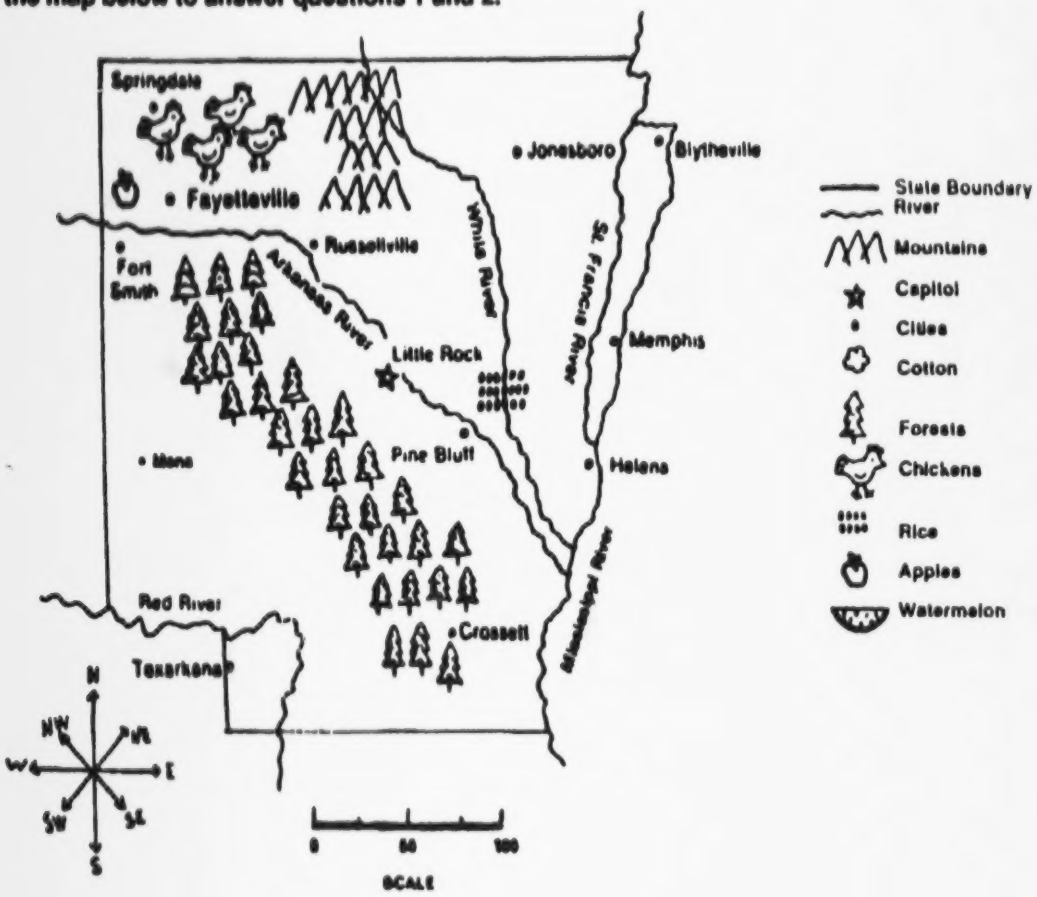
B. Options

Type1 correct response: the name of the city or place requested in the stimulus question
distractors: the names of other cities or places shown on the stimulus map

Type 2 correct response: the compass direction requested in the stimulus question
distractors: other compass directions from the skill

OBJECTIVE: 4.6 (cont.)

Refer to the map below to answer questions 1 and 2.



SAMPLE ITEM: ***Type 1***

1. **The city southwest of Little Rock is:**

   A Crossett.
   * B Texarkana.
   C Fayetteville.
   D Blytheville.

SAMPLE ITEM: ***Type 2***

2. **What direction is Jonesboro from Little Rock?**

   A east
   B south
   *C northeast
   D northwest

OBJECTIVE: 4.7

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Locate and label the world's continents and oceans on a map.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a world map with 11 labeled areas followed by a direct question such as: Which_____(ocean, continent) is labeled _____?

Type 2 a world map with 11 labeled areas followed by an incomplete sentence or direct question such as: Which number represents _____.

B. Content

1. map with Atlantic, Pacific, Indian and Arctic Oceans labeled
2. map with North America, South America, Europe, Asia, Africa, Australia and Antarctica labeled

C. Directions Refer to the map to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four names of oceans or continents listed vertically from short to long

Type 2 four letters or numbers listed vertically in random order

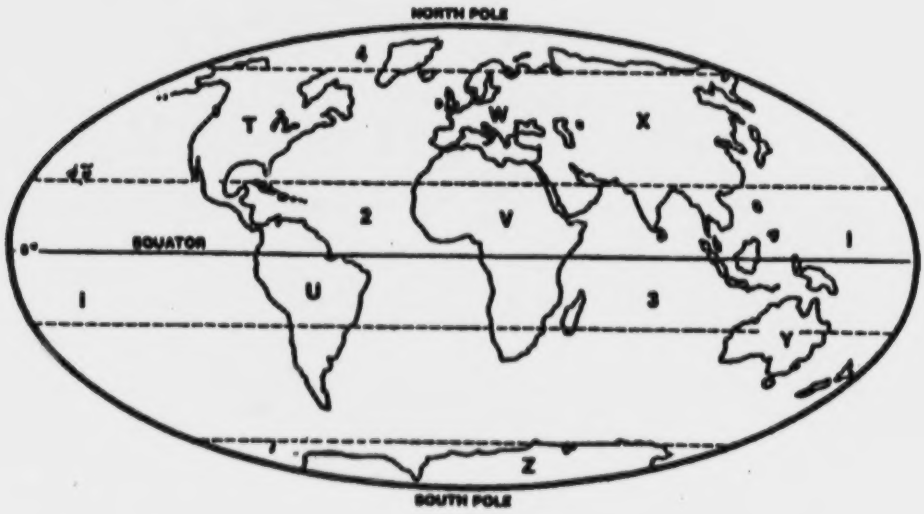
B. Options

Type 1 correct response: the name of the ocean or continent requested in the stimulus question
distractors: names of other continents or oceans

Type 2 correct response: the number or letter requested in the stimulus
distractors: other numbers or letters from the stimulus map

OBJECTIVE: 4.7 (cont.)

Refer to the map below to answer questions 1 and 2.



SAMPLE ITEM: ***Type 1***

1. **Which ocean is labeled 2?**

   A Indian
   B Arctic
   C Pacific
   *** D** Atlantic

SAMPLE ITEM: ***Type 2***

2. **Which letter represents North America?**

   *** A** T
   B U
   C V
   D X

OBJECTIVE: 4.8

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Recognize that lines of latitude relate to climate and thus different zones of latitude affect the lives of people differently.

STIMULUS ATTRIBUTES:

A. Format a drawing of a globe, followed by a direct question such as: In which latitude do people have very cold weather all year?

B. Content
1. globe with equator, low, middle and high latitudes labeled
2. appropriate degrees at each line of latitude labeled

C. Directions Refer to the drawing of the globe to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format four words, phrases or sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence requested in the stimulus question
distractors: other words, phrases or sentences which relate to the stimulus globe

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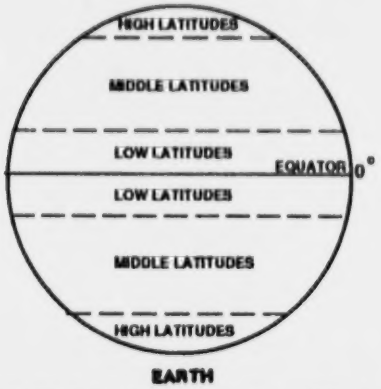
SAMPLE ITEM:

Refer to the drawing to answer question 1.



EARTH

1. Where do people have very cold weather all year?

A equator
B low latitudes
• **C** high latitudes
D middle latitudes

OBJECTIVE: 4.9

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Compare time among the different time zones of the continental United States.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a map of the continental United States followed by a direct question such as: What is the time difference between _____ (city) and _____ (city)?

Type 2 a map of the continental United States followed by an incomplete sentence such as: If it is _____ (a.m./p.m.) in _____ (city), in _____ (city) it is:

Type 3 a direct question concerning time

B. Content

1. outline map of the continental United states showing state boundaries and selected cities
2. four time zones superimposed and labeled with names of time zones and clock faces

C. Directions

Types 1 and 2 Refer to the map to answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four times listed vertically in random order

Type 2 four phrases listed vertically from short to long

Type 3 four sentences listed vertically from short to long

B. Options

Type 1 correct response: the time requested in the stimulus question
distractors: other times related to the time zones

Type 2 correct response: the phrase requested in the stimulus question
distractors: other phrases related to the time zones

Type 3 correct response: the correct (false) sentence
distractors: false (correct) statements related to the time zones

OBJECTIVE: 4.9 (cont.)

Refer to the map to answer questions 1 through 3.

SAMPLE ITEM: *Type 1*

1. **What is the time difference between Salt Lake City and Atlanta?**

   A 1 hour
   ***B** 2 hours
   C 3 hours
   D 4 hours

SAMPLE ITEM: *Type 2*

2. **If it is 2:00 p.m. in San Francisco, in Dallas it is:**

   A the same time.
   B one hour later.
   *** C** two hours later.
   D one hour earlier.

SAMPLE ITEM: *Type 3*

3. **Which statement is TRUE?**

   A Mountain time and Central time are the same time.
   B Chicago and Denver always have the same time.
   C It is the same time everywhere in the United States.
   *** D** One hour separates neighboring time zones in the continental U.S.

OBJECTIVE: 4.10

GRADE 6: SOCIAL STUDIES **GOAL: REFERENCE SKILLS**

SKILL: Define: atlas, almanac, glossary, table of contents, index, scale, map legend, latitude, longitude, time zone, time line, decade, century, mountain, plains, plateau, bay, peninsula, island, continent, ocean, equator, hemisphere, geographic region, physical map, political map.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or an incomplete sentence containing a definition and requiring a term or label

Type 2 a direct question or an incomplete sentence requiring a definition of a term or label

C. Directions

Type 1 Read the sentence in the box; then answer question ( ).

RESPONSE ATTRIBUTES:

A. Format

Type 1 four terms (from the skills list) listed vertically from short to long

Type 2 four definitions from a standard dictionary listed vertically from short to long

B. Options

Type 1 correct response: the term requested in the stimulus
distractors: other terms

Type 2 correct response: the definition of the stimulus term
distractors: definitions of other terms

SAMPLE ITEM: *Type 1*

Read the phrase in the box; then answer question 1.

A piece of land almost surrounded by water is a(n):

1. Which is the CORRECT term for the phrase?

A bay
B ocean
C island
* **D** peninsula

SAMPLE ITEM: *Type 2*

2. What is a plateau?

A plain
B island
C low swampland
* **D** elevated flatland